

Westfield Community Primary School Equality Information & Objectives 2018-2022

Aims

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between all groups of people, regardless of disability, race, gender etc.
- Foster good relations across all groups of people, regardless of disability, race, gender etc.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.
- New staff receive training on the Equality Act as part of their induction.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by pupils, which are connected to a particular characteristic they have e.g. those with disabilities.
- Taking steps to meet the particular needs of pupils who have a particular characteristic e.g. enabling a Muslim pupil to pray at prescribed times.
- Encouraging all pupils, regardless of disability, race, gender etc. to participate fully in any activities e.g. after-school clubs.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response.
- Identify any issues, associated with a particular characteristic, which could affect our pupils.
- Make evidence available identifying improvements for specific groups e.g. declines in incidents of racial incidents reported.

Fostering good relations

The school aims to foster good relations between all groups of people, regardless of disability, race, gender etc. by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health education (PSHE) as well as activities in other curriculum areas e.g. as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Working with our local community; this includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Has equivalent facilities for boys and girls
- Is accessible to pupils with disabilities
- Cuts across any religious holidays

Equality objectives

Objective 1: *Increase the attainment of boys in reading, writing & mathematics over a 4-year period, so that the gap in attainment is diminished.*

Why we have chosen this objective: Analysis of Jul 2018 data shows a significant gender gap:

- Reading - girls achieving higher than boys in 11/12 (92%) of classes.
- Writing - girls achieving higher than boys in 6/12 (50%) of classes.
- Maths - girls achieving higher than boys in 6/12 (50%) of classes.

To achieve this objective we plan to:

- Review reading resources available for pupils and promote boys love of reading by purchasing texts that appeal to their interests.
- Carefully track progress of boys, using accelerated Reader, and put targeted interventions in place for those falling behind, to close the gap.
- Introduce 'Read, Write, Perform' as a strategy to engage boys more actively in writing.
- Introduce Alan Peat's 'Sentence Types' to provide a structure to support boys' writing.
- Carefully track progress of boys, using INSIGHT, and put targeted interventions in place for those falling behind, to close the gap.
- Promote the use of practical maths equipment, to support boys in their understanding of mathematical concepts, using the Singapore Approach.
- Deliver 'Immediate Maths' sessions to address any misconceptions or move boys learning on.
- Carefully track progress of boys, using INSIGHT, and put targeted interventions in place for those falling behind, to close the gap.

Progress we are making towards this objective: To be reported annually.

Objective 2: *Increase the progress of pupils with special educational needs & disabilities (SEND) in mathematics over a 4-year period, so that they make progress in-line with pupils with no SEND.*

Why we have chosen this objective: Analysis of Jul 2018 Y6 data shows that pupils with no SEND make better progress than pupils with SEND:

- No SEND -1.13 progress measure
- SEND -2.78 progress measure

To achieve this objective we plan to:

- Promote the use of practical maths equipment, to support pupils with SEND in their understanding of mathematical concepts, using the Singapore Approach.
- Deliver 'Immediate Maths' sessions to address any misconceptions or move pupils with SEND learning on.
- Carefully track progress of pupils with SEND, using INSIGHT, and put targeted interventions in place for those falling behind, to close the gap.
- Include SMART for mathematics on pupils' Personal Support Plans (PSPs) where applicable and review progress towards targets half-termly.

Progress we are making towards this objective: To be reported annually.

Objective 3: *Challenge gender stereotyping and encourage girls to consider non-stereotyped career options.*

Why we have chosen this objective: During the week of 'International Women's Day' 2018 an assembly highlighted the different perceptions of how boys and girls within the school view themselves and each other.

When asked what they think of when they hear the word 'girls' responses included

- Chatty
- Gossipy
- Sleepovers
- Make-up/make-overs

When asked what they think of when they hear the word 'boys' responses included

- Football
- Xbox

Current Y6 pupils' career aspirations are vastly stereotypical.

Girls chosen careers include:

- Working with animals (incl. horse-riding instructor, vet, police-dog handler, dog physio) – 9
- Teacher (incl. primary, swimming & dance) – 6
- Designers (incl. architect, interior design, clothes design, website design) – 4
- Beauty (incl. hairdresser & make-up artist) - 2
- Paramedic – 2
- Scientist – 2
- Author – 1
- Navy/Army – 1
- Chef – 1
- Lawyer – 1
- Politics/Prime-minister - 1

Boys chosen careers include:

- Professional sports (incl. footballer, rugby player, F1 racer) – 7
- Games designer/gamer – 4
- Engineer – 3
- Vet – 3
- Cartoonist - 2
- Mechanic - 1
- Marine biologist – 1
- Computer scientist - 1
- Accountant – 1
- RAF pilot – 1
- Police 'man' – 1
- Business 'man' – 1
- Architect – 1

To achieve this objective we plan to:

- Model non-stereotyped language e.g. police officer (not man) and address any language used that is stereotyped
- Be conscious of resources shared with children and amend as required e.g. change the farmer 'he' to the farmer 'she' in the Harvest Assembly
- Audit resources/books available in school to check for gender stereotyping; purchase new resources/books as required
- Celebrate women who have been successful in non-stereotyped careers, during National Women's Day activities annually
- Invite parents in to school i.e. women in non-stereotyped careers (e.g. engineering), to work with groups of children on science/DT projects
- Engage in STEM (Science, Technology, Engineering, Maths) activities; science subject leader to attend STEM conference, STEM resources to be purchased to implement STEM throughout school, STEM projects to be mapped out each year for pupils in all year groups

Progress we are making towards this objective: To be reported annually.

Objective 4: *Increase pupils' understanding of a variety of different religious groups.*

Why we have chosen this objective: Westfield Community Primary School is located in the village of Wombourne in South Staffordshire. The vast majority of pupils who attend are 'White-British' (351/383 pupils - 92%) and approximately half consider themselves as 'Christian' (198/383 – 52%). Only 20 pupils state that they follow a religion other than Christianity:

- Muslim – 1
- Sikh – 5
- Other - 14

In an increasingly multi-ethnic & multi-cultural society it is imperative that pupils:

- Are able to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Are able to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

To achieve this objective we plan to:

- Teach about different World Religions during assemblies
- Ensure that each year group learns about different World religions, in-line with Staffordshire RE syllabus, as detailed below:-
R - Christianity
Y1 – Christianity & Islam
Y2 – Christianity & Islam
Y3 – Christianity, Islam & Sikhism
Y4 – Christianity, Islam & Judaism
Y5 – Christianity, Islam & Hinduism
Y6 – Christianity, Islam & Buddhism
- Regularly invite visiting speakers, from different religions, to talk about religious beliefs and practices
- Give pupils in all year groups the opportunity to visit places of worship, in and around the local area, including churches, mosques & sikh temples
- Use virtual reality (VRs) to explore places of worship that are not accessible in the locality e.g. Buddhist temple
- Celebrate 'diversity' when talking about ourselves in PSHE lessons & circle-time
- Hold an 'Inter-Faith Week' annually to celebrate different religions
- Work towards achieving the silver RE quality mark by 2022, through developing links with other schools and sharing good practice

Progress we are making towards this objective: To be reported annually.

Monitoring arrangements

The Governing Body will update the equality information we publish at least every year.

This document will be reviewed and approved by the Governing Body at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Information Report
- Medical Conditions Policy